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ABSTRACT

The Utah State Board of Education has established a system of evaluation of teacher education programs based on "program approval." The purpose of the standards is to evaluate all teacher education programs in the State of Utah on a 6-year cycle. This guide has been prepared to assist administrators and faculty at teacher education institutions to prepare for the evaluation, simplify the evaluation procedure, and assist the institution to upgrade programs of instruction in teacher education. A highlight of the process is the self-study procedure which allows the institution to examine and assess its teacher education program. This is followed by an on-site visit to the institution by a team of professional educators with subsequent recommendations and commendations. The guide is organized into five sections: (1) "General Procedures"; (2) "Self-Study Committees"; (3) "Use of Forms and Related Materials"; (4) "The On-Site Visit"; and (5) "Final Report and Follow-Up Activities." Appendixes provide samples of the following forms: enrollment data summary; program description; response to standards (self-study); response to standards (on-site team); program summaries (commendations, recommendations, and suggestions); institutional follow-up report; schedule of on-site visits; and an interim evaluation report. (LL)

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ED 369 763

Procedures for the Evaluation of Teacher Education Programs

OFFICE OF EDUCATION

Utah State Office of Education

U.S. DEPARTMENT OF EDUCATION
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PROCEDURES FOR THE EVALUATION OF TEACHER EDUCATION PROGRAMS

UTAH STATE OFFICE OF EDUCATION

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Salt Lake City, Utah

February 1994

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UTAH STATE BOARD FOR VOCATIONAL EDUCATION

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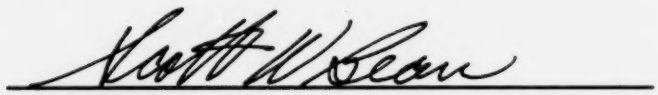
FOREWORD

The Utah State Board has established standards to evaluate all teacher education programs in the State of Utah on a six-year cycle. This document has been prepared to assist administrators and faculty at teacher education institutions in preparation for the evaluation. It is our intent that the contents will help to simplify this important procedure. It is our goal that the evaluation be helpful to the institution in upgrading programs of instruction in teacher education. A highlight of this process is the self-study procedure which allows the institution to examine and assess their teacher education program. This is followed by an on-site visit to the institution by a team of professional educators with subsequent recommendations and commendations.



Scott W. Bean
State Superintendent of Public Instruction

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SECTION I

GENERAL PROCEDURES

The Utah State Board of Education has established a system of evaluation of teacher education programs based on "program approval." This means that all of the programs in an institution which lead to certification must be officially approved by the Utah State Board of Education. State Board policy requires a formal on-site program approval visit to the campus of each teacher education institution at least once every six years. A special program evaluation may be conducted the first year after the regular evaluation. A three-year interim evaluation is also prescribed by the Board. All individuals who have completed approved programs are recommended by the dean of the college or chairperson of the department of education, as the case may be, and the certificate is issued by the State Board of Education.

The Certification and Personnel Development Section of the Office of Instructional Services does not, therefore, routinely examine the transcripts of each individual recommended for certification but accepts the recommendation of the institution. There is, however, a system of periodic auditing of transcripts in order to determine whether or not the institution is operating within the approved program.

The approved program allows for flexibility both on the part of the State Board of Education and the teacher education institution. If the institution desires to make substantive changes in a program during the six-year period for which it has been approved, these proposed changes must be submitted to the Certification and Personnel Development Section. The Section Coordinator may extend interim approval until the next review cycle or special program on-site visit.

USE OF ESTABLISHED STANDARDS

Because teacher education is a dynamic system, changes are occurring almost continuously. The procedure used to evaluate teacher education institutions has been established in relationship with the National Association of State Directors of Teacher Education and Certification (NASDTEC). The Utah State Board of Education has adopted the Standards for State Approval of Teacher Education developed by NASDTEC. These standards are under continuous revision and, therefore, reflect the latest thinking in teacher education. The Standards are

supplemented in Utah by state standards and guidelines which reflect distinctive Utah needs and requirements.

PLANNING FOR THE EVALUATION

The evaluation begins with a meeting between representatives of the Certification and Personnel Development Section and administrators within the teacher education institution under the direction of the dean of the school/college of education. This meeting is held at least six months prior to the formal on-site visit. The chairperson of the visiting team will be a member of the Certification and Personnel Development Section. In the first meeting, the purpose of the evaluation and the method by which it will be carried out are discussed. Sample copies of standards and program analysis forms are given to the dean and he/she is encouraged to ask any questions which may be appropriate at the time. The dean receives instructions on how to use the program analysis forms with the self-study committees in their evaluation of the program. The dean then assigns an appropriate staff member to chair a self-study committee in each area where a certification program is offered. The chairperson will be responsible for calling the committee together and supervising its assigned tasks. The work of these committees is discussed in detail in Section II of the document. After the self-study committee has completed its work, the evaluation culminates in a two-day on-site visit by an external team which has as its purpose the validation of the self-study report. The on-site visit is discussed in detail in Section IV.

FINANCIAL ARRANGEMENTS

Expenses involved in the self-study activities are covered by the institution being evaluated. Actual expenses for the on-site visit are assumed by the Utah State Office of Education. These costs include travel and per diem for individuals who come to the campus for the on-site visit. The institution is responsible for the expenses of the breakfast on the first day of the visit. The institutional contribution also involves the time spent by staff members in writing and publishing the self-study report, organizing committee meetings, and other related activities.

EVALUATION TIMELINE

Schedule of Events	When
1. Meeting of teacher education representatives and designated members of the Certification and Personnel Development staff to plan for evaluation of teacher education program. The meeting will be initiated by the Certification and Personnel Development Section. Date for on-site visit to be determined at this meeting.	Six months before on-site visit is to be scheduled. (See Schedule of Visits - Appendix F.)
2. Initial meeting of self-study committees.	Thirty days after planning meeting between institution staff and Certification and Personnel Development Section (see item #1 above).
3. Self-study report completed and mailed to USOE.	Six weeks prior to on-site visit.
4. On-site visit (two days).	Date of visit as determined in initial meeting.
5. Draft Report of On-site Visit.	As soon as possible after on-site visit.
6. Final Report to USBE.	Ninety days after on-site visit.
7. Institutional Follow-up Report Submitted to USOE.	One year following USBE approval.
8. Special Program Evaluation (if necessary).	Within one year following on-site visit.
9. Interim Evaluation	Three years following on-site visit.

SECTION II

SELF-STUDY COMMITTEES

For each of the specific teacher education programs to be evaluated there will be established, under the leadership of the college or department of education of the teacher education institution, a self-study committee made up of education faculty members, public school administrators and teachers, teacher education students and student teachers, and Utah State Office of Education personnel. Utah State Office of Education personnel used on the self-study may not be part of the visiting team. Lay citizens may also be included. A typical committee to evaluate the English program, for example, may have 5-10 members. The chairperson, with the cooperation of others, shall assume responsibility for completing the "Description of the Program" and a preliminary draft of the "Standards Analysis" prior to the first meeting of the committee. A copy of each of these forms is included in Appendices A to G. The time and the place of committee meetings shall be carefully planned in order to assure that they are convenient for all participants. The work of the committee will require several meetings.

FIRST MEETING

At the initial meeting of the self-study committee, the members will be introduced and the chairperson will orient the committee as to its purpose; that is, to substantiate the information contained in the Standards Analysis and Description of Program forms previously mentioned. The committee will meet long enough and often enough to become thoroughly familiar with the program.

SELF-STUDY COMMITTEE WILL MAKE RECOMMENDATIONS

The self-study committee's major task will be to make recommendations for improvement of the program. In order for the recommendations to be valid, committee members shall visit classrooms, interview staff and students, and engage in other activities which provide them with insight into the teacher education program of the institution. The committee's work is finished when the recommendations have been made and entered on the form provided. It is the responsibility of the self-study committee chairperson to provide the dean

of the college or his/her representative with a copy of the self-study report which will then be transmitted to the State Board of Education for validation by the on-site visiting team. The chairperson shall plan to be available during the on-site visit in order to assist in the review of the report.

SECTION III

USE OF FORMS AND RELATED MATERIALS

The dean/chairperson of the college/department of education shall become familiar with the Standards for State Approval of Teacher Education. These standards are developed by the National Association of State Directors of Teacher Education and Certification (NASDTEC) and have been adopted by the Utah State Board of Education as the official standards for evaluation of teacher education programs at Utah preparing institutions. Copies of the Standards shall be provided to the dean and/or chairperson in the initial planning meeting. The institution shall review those programs which apply to their particular role relative to the Standards.

ENROLLMENT DATA SUMMARY (APPENDIX A)

The "Enrollment Data Summary" form reports the number of students enrolled in the various programs. This form is usually filled out by the dean or a representative, since it requires information which is not generally available to individual staff members.

PROGRAM DESCRIPTION (APPENDIX B)

Another important form is the "Program Description" form. This form is used by the chairperson of the self-study committee to provide program information which will be reacted on by the self-study committee. The form requires narrative description of the program, including a listing of course requirements. This information is similar to materials given to students who request program requirements. This portion of the evaluation provides a base for program recommendations leading to changes and improvements.

RESPONSE TO THE STANDARDS (APPENDICES C, C-1)

The "Response to the Standards" forms are based upon the Standards for State Approval of Teacher Education. The standard is numbered in the left-hand column and the evaluation is entered in the right-hand column. The form may be used with any program being evaluated since only numbers are used which must be cross-referenced to the appropriate program standards.

The evaluation deals with the extent to which specific standards are being met.

PROGRAM SUMMARY (APPENDICES D, D-1, D-2)

The "Program Summary" forms are used to indicate those parts of the program which are commended, revised, omitted, or otherwise acted upon. Recommendations shall be related to deficiencies in meeting specific standards. It is important that the recommendations be the product of the self-study committee so that all participants have had an opportunity to provide input into this section.

SUMMARY

The foregoing forms used in conjunction with the Standards for State Approval of Teacher Education provide the basis of the evaluation. These forms provide all the written information that will be used by the on-site visiting team. This material is referred to as the self-study report and a minimum of five copies shall be sent to the Utah State Office of Education to the attention of Certification and Personnel Development at least 30 days prior to the on-site visit.

SECTION IV

THE ON-SITE VISIT

Representatives from the Certification and Personnel Development Section from the Utah State Office of Education shall meet with the dean or chairperson of the college/school of education at the institution to be evaluated in order to schedule the on-site visit.

SELECTION OF VISITING TEAM MEMBERS

Team members shall be selected from qualified individuals in the field of teacher education, from other preparing institutions, school districts, and the Utah State Office of Education. Out-of-state educators may be invited to serve on the team. A typical visiting team may have from 20-30 members depending on the size of the institution and the number of programs to be evaluated. A member of the Certification and Personnel Development Section shall chair the team.

TASK OF TEAM MEMBERS

Each team member shall be assigned to validate program reports in his/her area of specialization as a prime responsibility and may also have a supporting assignment in a different program area. For example, a team member qualified in the science area may be assigned to validate all programs relating to science; e.g., physics, chemistry, etc. He/she may be asked to assist in validating programs in mathematics or physical education. Another team member may be assigned to assist in reviewing and validating the science programs. The team chairperson may be assigned a prime or supporting program evaluation responsibility in addition to the team leadership role.

Members of the team will receive copies of the self-study report approximately 30 days before the on-site visit. This should provide sufficient time to enable them to become thoroughly familiar with the material. The main purpose of the on-site visit is to validate the self-study report. Interviews shall be held with institutional staff members involved in the program being evaluated, classes shall be visited, and students and cooperating teachers contacted. Recent graduates of the program shall be

interviewed to secure their reaction to the training they received in relation to on-the-job requirements upon entering the teaching profession. Evaluation of the curriculum, including an examination of course syllabi and a random sample of transcripts of students currently enrolled and recent graduates, shall be reviewed by team members. Team members will respect the confidentiality of student records.

SCHEDULE FOR ON-SITE VISIT

A room which can be used by the visiting team for evaluation activities shall be scheduled by the dean or a representative.

The first day's activities shall be preceded by an orientation meeting for the on-site team the previous evening in order to allow more time for evaluation activities the next day.

FIRST DAY

8:00 a.m.	Breakfast hosted by institution.
	Visiting team meets with teacher education staff, academic department staff members and administrators. The team is introduced by chairperson of visiting team, and general orientation to the purpose of the visit is given. Dean or department chairperson of college and/or department of education gives orientation to campus and general welcome. President of institution may be asked to respond. On-campus staff members are introduced by the dean.
9:30 a.m.	The team chairperson reviews activities for the visit.
9:45 - 12:00 noon	Team evaluation activities with departments
12:00 noon	Lunch
1:00 - 4:00 p.m.	Team evaluation activities

SECOND DAY

8:30 - 9:00 a.m.	Continental Breakfast
9:00 - 12:00 noon	Completion of Evaluation of Self-Study, Writing Reports
12:00 noon	Lunch
1:00 - 2:00 p.m.	Exit Visit/Complete Vouchers

SECTION V

THE FINAL REPORT AND FOLLOW-UP ACTIVITIES

Before the end of the on-site visit, team member reports shall be turned in to the team chairperson before team members leave the campus. The visiting team reports provide the information for the final report. The visiting team chairperson shall edit the team reports and prepare a draft report prior to submitting it to the Utah State Board of Education. The report will be published in final form after action has been taken by the Utah State Board.

PROGRAM APPROVAL

There are three basic types of action that may be taken by the Utah State Board of Education with regard to each teacher certification program: 1. Full program approval for the next six years based upon implementation of recommendations in the final report. 2. Conditional program approval based on recommended changes to be implemented and a revisit within one year by the Certification and Personnel Development Section staff. 3. Not approved with an effective date specified after which no further recommendations for certification in that program area shall be accepted by the Utah State Board of Education.

CONDITIONAL PROGRAM APPROVAL

Programs which do not meet the Standards are given conditional approval for one year. If there are programs which are conditionally approved by the Utah State Board of Education, a revisit will be necessary. In this case, a special program evaluation shall take place within one year. For this purpose, the Certification and Personnel Development Section will utilize the "Follow-up Report," which shall list the recommendations in specific program approval areas requiring action by the institution in order to receive full approval (see Appendix E). This follow-up report must be submitted within one year following Board approval. This report is prepared by the institution and includes their response to effect the recommended changes. The report is then sent back to the Certification and Personnel Development Section to be used by those assigned to revisit the institution.

THE THREE-YEAR INTERIM EVALUATION

All programs shall be evaluated on an interim basis three years after the on-site visit using the Interim Evaluation Report form found in Appendix G. The purpose is to assure that the recommendations from the original on-site visit have been acted upon. The interim visit will be conducted by members of the Certification and Personnel Development Section of the Utah State Office of Education and may include educators from outside of the state office.

APPENDICES

APPENDIX A

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

ENROLLMENT DATA SUMMARY

Institution _____ Respondent _____

Program _____ Date _____

Enrollment in Specific Programs in Teacher Education

Use a twelve-month base period (September through August) for these data. List the number of students completing each type of program during the past year, and those enrolled in the current year ("teaching majors" only).

	Graduated Last Year (19 -)	Seniors This Year (19 -)	Juniors This Year (19 -)	Sophomores This Year (19 -)	Freshmen This Year (19 -)
3.5.1 Agriculture					
3.5.2 Art					
3.5.3 Bilingual Education					
3.5.4 Business Education					
3.5.5 Coaching Athletics					
3.5.5a Computer Science					
3.5.6 Dance					
3.5.7					
3.5.8					
3.5.9 Driver Education					
3.5.10 Early Childhood/ Elementary Education					
3.5.11 English					
3.5.12 English (Second Language)					
3.5.13 Foreign Language					

3.5.14 Handicapped Students					
A. Hearing Impaired					
B. Preschool Special Education					
C. Special Education					
1. Mild/Moderate					
2. Severely Handicapped					
D. Visually Impaired					
3.5.15 Health					
3.5.16 Health & Physical Education					
3.5.17 Home Economics					
3.5.18 Industrial Arts					
3.5.19 Instructional Psychology					
3.5.20 Library/Media					
3.5.21 Mathematics					
3.5.22 Middle Education					
3.5.23 Music					
3.5.24 Physical Education					
3.5.24aPsychology					
3.5.25 School Nurse					
3.5.26 Science					
A. Biology					
B. Chemistry					
C. Earth Space					
D. General Science					
E. Physcial Science					
F. Physics					
G. Science Comprehension					
3.5.27 Social Studies					
3.5.28 Speech					
3.5.29 Theater					
3.5.30 Vocational Education					
3.6.00 Additional Fields					

Advanced Programs

	Graduated Last Year	Currently Enrolled
4.2 Advanced Programs for Teachers Holding Initial Regular Certificates		
4.3 Specific Programs for Supervisory and Administrative Specializations		
4.3.1 Supervisors		
4.3.2 School Principals		
4.3.3 School Superintendents		
4.4 Specific Programs for Service Specialization		
4.4.1 School Counselors		
4.4.2 School Psychologists		
4.4.3 School Social Workers		
4.4.4 Speech/Language Pathologists		
4.4.5 Audiologists		
4.4.6 Other Educational Specialists		
4.4.7 Reading Specialists		

APPENDIX B

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

PROGRAM DESCRIPTION

Institution	Respondent
Program	Date

Please describe this program and attach a list of the course requirements.

APPENDIX C

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

RESPONSE TO THE STANDARDS
(For Use of the Self-Study Committee **ONLY**)

Institution _____ Respondent _____

Program _____ Date _____

In the left-hand column below, enter the number of the appropriate Standard from the Standards for State Approval of Teacher Education. In the right-hand column, indicate the extent to which the required courses and experiences meet each Standard.

Standard	How is the Standard being met?

APPENDIX C-1

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

RESPONSE TO THE STANDARDS
(For Use of the On-Site Team **ONLY**)

Institution _____ Respondent _____

Program _____ Date _____

In the left-hand column below, enter the number of the appropriate Standard from the Standards for State Approval of Teacher Education. In one of the columns, indicate the extent to which the required courses and experiences meet each Standard. For those partially or not met, make a comment under recommendations (Appendix D-1).

Standard	Met	Partially Met	Not Met

APPENDIX D

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

PROGRAM SUMMARY

Institution	Respondent
Program	Date

COMMENDATIONS

APPENDIX D-1

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

PROGRAM SUMMARY

Institution	Respondent
Program	Date

RECOMMENDATIONS

(Instructions: Identify by number, those standards which are "partially met" or "not met." Please indicate items or comments which will, according to NASDTEC standards, strengthen this program.)

APPENDIX D-2

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

PROGRAM SUMMARY

Institution	Respondent
Program	Date

SUGGESTIONS

(Instructions: Please indicate items or comments not identified under Recommendations which will strengthen this program.)

APPENDIX E

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

INSTITUTIONAL FOLLOW-UP REPORT

(This report to be submitted within one year of the USBE approval of the on-site team report.)

Institution	Respondent
Program	Date

RECOMMENDATION	INSTITUTIONAL RESPONSE AND PROPOSED ACTION

APPENDIX F

UTAH STATE OFFICE OF EDUCATION
EVALUATION DATES FOR PROGRAM APPROVAL

Schedule of On-Site Visits

INSTITUTION	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Brigham Young University			IE - S		RE - S			IE - S		
Southern Utah University	IE-S*		RE-F#			IE - F			RE - F	
University of Phoenix	RE - S			IE - S			RE - S			IE - S
University of Utah	IE - F			RE - S			IE - F			RE - S
Utah State University		RE - F			IE - F			RE - F		
Weber State University	RE-F			IE - S			RE - S			IE - S
Westminster College		IE - F			RE - F			IE - F		

*** SUU - 1/15/92**

 # SUU - 10/12-13/94

S = Spring F = Fall

RE = Regularly Scheduled Evaluation Every Six Years

IE = Interim Evaluation

12/4/92

APPENDIX G

UTAH STATE OFFICE OF EDUCATION
EVALUATION OF TEACHER EDUCATION PROGRAMS

On-Site Team Recommendation	Institutional Response and Proposed Action (Person Responding _____).	Interim Team Validation

Scott W. Bean
State Superintendent of Public Instruction

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